

Research, Writing, and Discussion Topics

The following are suggested topics you might research, write about, or discuss.

1. Choose one of your favorite stories and *summarize* the meaning of it as a moral. A *moral* is the kind of statement that comes at the end of a fable, such as "Don't count your chickens before they hatch" or "Slow and steady wins the race."
2. *Evaluate* whether Isaac Asimov was right when he wrote that fantasy springs from a desire for wish fulfillment. Use examples from this anthology to prove or disprove Asimov's statement.
3. Create a character sketch of the type of fictional character who copes well in fantasy stories. Think about Rhia in "Caleb's Colors," Ms. Lipshutz in "Ms. Lipshutz and the Goblin," Sir Gawain in "Sir Gawain and the Loathly Lady," and the lost girl in "Black Angel," for instance. What do these characters have in common?
4. Isaac Asimov groups fantasy into several different types. *Evaluate* how well the stories in this anthology fit into Asimov's categories. You may want to suggest different or additional categories.
5. Stories in a genre, or type of literature, tend to follow a certain pattern. For example, in a typical love story, two people meet, they fall in love, they meet an obstacle, but eventually they are united. Choose a story from this anthology that you consider a typical fantasy. Then create a *synthesis* statement based on your selected story that explains a common pattern in fantasy literature.
6. *Analyze* how one or more stories in this anthology illustrate the meaning of the old saying "Be careful what you wish for—you just might get it."
7. Give your opinion about which selection in this anthology best fits your *definition* of fantasy.
8. Take a survey about fantasy fiction. Include questions about why people like (or dislike) fantasy and their favorite authors. *Synthesize* the results into a chart or report of your findings.
9. Choose one of the fantasy worlds in this anthology and *evaluate* whether you would like to live in it.
10. Writers often deliberately create fantasy worlds that expose problems in our real world. *Analyze* how one writer in this anthology used fantasy to give readers a new perspective on reality.
11. *Compare and contrast* the fantasy genre with another genre such as horror, science fiction, or mystery.
12. The image on pages 4 and 5 of *Flights of Fantasy* is supposed to represent the mood of the fantasy genre. Select another photo or illustration that you feel represents fantasy literature.
13. Explain which of the following types of fantasies you like better: a fantasy set in the real world that includes elements of fantasy such as "The Spring" or "Caleb's Colors," or a fantasy set in another world such as the one depicted in "Rikiki and the Wizard." Explain your choice.
14. Think about the fantasies you have read and the role imagination plays in your life. Then *synthesize* a statement about why you think people read and write fantasy fiction.

Assessment and Project Ideas

Extended Research Opportunities

Here are some topics related to fantasy that you may wish to investigate further and report on either in writing or in an oral presentation to the class.

- King Arthur and the Round Table
- Shangri-la
- Siegfried and the dragon
- the Cottingley Fairies
- urban legends
- C. S. Lewis
- J. R. R. Tolkien
- Anne McCaffrey
- Ursula K. Le Guin

Speaking and Listening

1. Write and present a dialogue between two characters from different stories in this anthology. You might choose two characters with something in common, such as the Jersey Devil and Klotsch.
2. Read a story by an author who writes humorous fantasy, such as Bruce Coville or Vivian Vande Velde. Prepare an oral interpretation of one or more passages.
3. Develop and present a dramatic monologue from the viewpoint of a fantastic character.
4. Adapt one of the stories in this anthology into a radio play.
5. In olden times, heroic deeds were passed on by poets and bards. Create a ballad or story that a poet or bard might have performed about one of the characters in this anthology.
6. Retell one of the stories in this anthology from the point of view of one of the other characters.
7. Give a book talk encouraging your audience to read a work by your favorite fantasy author.

Creative Writing

1. Create a list of recommended books for people who want to read more fantasy.
2. Suppose that you are a broadcast journalist covering the events of one of the stories in this anthology. Create an outline for your story. Include the title, a brief description of the event(s) you will cover, the people you plan to interview, and your concluding remarks.
3. Create an original fantasy by choosing a proverb, or saying, and then writing a fantasy that illustrates it.
4. Create a recipe that lists the ingredients of a perfect work of fantasy fiction.
5. Write the police report describing the Jersey Devil's visit to McDonald's.
6. Using a fairy tale as a model, write a story about what happens to a character who refuses to believe in the power of imagination.
7. Respond in kind to one of the poems in this anthology. For example, you might write a poem in response to "Between the Lines" from the point of view of the prince.
8. Write a short play or story in which a fantastic character encounters people from our world. For example, suppose that Klotsch (in "Ms. Lipshutz and the Goblin") goes to a Halloween party at his children's school.

Artistic Expression

1. Use a still camera to create the illusion of an encounter with a fantasy creature.
2. Create a portrait of one of the characters in this anthology. For example, you might draw one of the creatures in "The Wife's Story."
3. Draw a wanted poster for a lost girl last seen with a huge black horse with wings.
4. Create an illustration for "The Spring" or another story in this anthology.
5. Use magazine pictures to create a collage that shows the world as Caleb in "Caleb's Colors" might see it.
6. Combine quotations about fantasy into a collage or display.
7. Create your own gallery of fantastic creatures. You might focus on one creature, such as the different types of dragons, or you could include several different types of creatures, such as goblins, trolls, etc.
8. Make a clay sculpture of the stone girl. Refer to the story for details.
9. Design a bottle for the love potion in "The Chaser." Choose a bottle design that is unusual; attach a label with your own wording.

Essay Test

Using what you have learned while reading *Flights of Fantasy* and what you already know, respond to the following question. This is an open book test. Use quotations to support your response.

Prompt: Why read fantasy?

General Standards and Criteria for Project Evaluation

Apply those standards that fit the specific project. Some standards might not be used.

Standards	Criteria			
<i>Areas of Assessment</i>	<i>High</i>	<i>Very Good</i>	<i>Adequate</i>	<i>Needs Work</i>
Research and Preparation <ul style="list-style-type: none"> Resources Evidence Deadlines Use of Time 	<input type="checkbox"/> used a variety of challenging, reliable, and appropriate resources <input type="checkbox"/> used appropriate evidence and examples <input type="checkbox"/> met all deadlines <input type="checkbox"/> used any extra time to extend research	<input type="checkbox"/> used several reliable, appropriate resources <input type="checkbox"/> made effort to use evidence and examples <input type="checkbox"/> met deadlines <input type="checkbox"/> used preparation time well	<input type="checkbox"/> used minimum number of resources for basic information <input type="checkbox"/> used some evidence and examples <input type="checkbox"/> needed encouragement to meet deadlines <input type="checkbox"/> spent minimal time on preparation	<input type="checkbox"/> used few resources <input type="checkbox"/> used little evidence and few examples <input type="checkbox"/> didn't meet all deadlines <input type="checkbox"/> spent little time on preparation
Content <ul style="list-style-type: none"> Purpose Organization Audience Appeal Information Sources 	<input type="checkbox"/> creatively fulfilled purpose <input type="checkbox"/> used logical, easy-to-follow order <input type="checkbox"/> created and maintained high audience interest <input type="checkbox"/> covered topic with outstanding information <input type="checkbox"/> credited sources	<input type="checkbox"/> completely fulfilled purpose <input type="checkbox"/> used easy-to-follow order <input type="checkbox"/> kept audience's attention <input type="checkbox"/> covered topic with appropriate information <input type="checkbox"/> credited sources	<input type="checkbox"/> fulfilled purpose <input type="checkbox"/> used order that was confusing at times <input type="checkbox"/> lost audience's attention at times <input type="checkbox"/> covered the basics <input type="checkbox"/> credited sources	<input type="checkbox"/> did not fulfill purpose <input type="checkbox"/> used hard-to-follow order <input type="checkbox"/> created little audience interest <input type="checkbox"/> omitted important information <input type="checkbox"/> provided incomplete credits
Visual Elements <ul style="list-style-type: none"> Audience Appeal Purpose Effectiveness Effort 	<input type="checkbox"/> were highly interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas clearly <input type="checkbox"/> showed outstanding effort	<input type="checkbox"/> were interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas <input type="checkbox"/> showed effort	<input type="checkbox"/> were somewhat interesting <input type="checkbox"/> were related to purpose <input type="checkbox"/> generally supported main ideas <input type="checkbox"/> showed fair effort	<input type="checkbox"/> were messy, disorganized, hard to understand <input type="checkbox"/> were unrelated to purpose <input type="checkbox"/> didn't support main ideas <input type="checkbox"/> showed little effort
Written Elements <ul style="list-style-type: none"> Accuracy Revision Details 	<input type="checkbox"/> had few errors <input type="checkbox"/> were thoroughly proofread and revised <input type="checkbox"/> supported main ideas with rich details	<input type="checkbox"/> had few errors <input type="checkbox"/> were proofread and revised <input type="checkbox"/> supported main ideas	<input type="checkbox"/> had several errors <input type="checkbox"/> needed more proofreading and revision <input type="checkbox"/> weakly supported main ideas	<input type="checkbox"/> had many errors <input type="checkbox"/> needed to be proofread and revised <input type="checkbox"/> didn't support main ideas
Oral Presentation <ul style="list-style-type: none"> Delivery Props Eye Contact 	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used engaging gestures and props <input type="checkbox"/> maintained excellent eye contact	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used gestures and props <input type="checkbox"/> maintained good eye contact	<input type="checkbox"/> could develop more expression <input type="checkbox"/> used few or awkward gestures and props <input type="checkbox"/> attempted to maintain eye contact	<input type="checkbox"/> was difficult to hear <input type="checkbox"/> used few or distracting gestures and props <input type="checkbox"/> made little attempt to maintain eye contact

Choose from the following selections to enhance and extend the themes in this *Literature & Thought* anthology. The letters *RL* in the brackets indicate the reading level of the book listed. *IL* indicates the approximate interest level. Perfection Learning's catalog numbers are included for your ordering convenience.

Challenging

Watership Down by Richard Adams. The unique odyssey of a rabbit warren and their efforts to survive when a construction team moves into their territory. [RL 9 IL 9+] Paperback 9093701; Cover Craft 9093702.

Average

Dealing with Dragons by Patricia C. Wrede. Cimorene, the daughter of a very proper king, runs away and becomes the princess of the very powerful dragon, Kazul. [RL 6 IL 6-12] Paperback 4359401; Cover Craft 4359402.

Dragonflight by Anne McCaffrey. Adventures of the magnificent flying Dragonriders of Pern. [RL 8 IL 8+] Paperback 9883201; Cover Craft 9883202.

The Hero and the Crown by Robin McKinley. Fighting the dragon made girl-warrior Aerin a legend for all time and a true hero who would wield the power of the blue sword. Sequel to *The Blue Sword*. [RL 7 IL 7-10] Paperback 8598501; Cover Craft 8598502.

The Hobbit by J.R.R. Tolkien. The world of fantasy called Middle-earth and those charming, Lilliputian creatures, the Hobbits. [RL 8 IL 8+] Paperback 0356001; Cover Craft 0356002.

The Lion, the Witch and the Wardrobe by C.S. Lewis. Four siblings open a magic wardrobe door and enter Narnia, a world where a wicked witch rules the land with slavery and the threat of eternal winter. [RL 6 IL 4-9] Paperback 9294001; Cover Craft 9294002.

Redwall by Brian Jacques. In the glorious tradition of *Watership Down* comes the heart-soaring story of a wondrous quest to recover a legendary lost weapon and of a bumbling young apprentice monk named Matthias, mousekind's most unlikely hero. [RL 7 IL 6-12] Paperback 4081301; Cover Craft 4081302.

The Remarkable Journey of Prince Jen by Lloyd Alexander. Bearing six unusual gifts, young Prince Jen embarks on a perilous quest and triumphantly enters into manhood. [RL 6 IL 5-9] Paperback 4407201; Cover Craft 4407202.

Seventh Son by Orson Scott Card. In an alternate early-19th-century America where folk magic works, Alvin is born, seventh son of a seventh son, capable of powerful magic. [RL 8 IL 10+] Paperback 8845501; Cover Craft 8845502.

A Wizard of Earthsea by Ursula K. Le Guin. Ged, the boy wizard, brings forth a beast that wants to destroy his soul. Earthsea Trilogy #1. [RL 7 IL 6-12] Paperback 9103901; Cover Craft 9103902.

Easy

An Acceptable Time by Madeleine L'Engle. In this enthralling tale of time travel, Polly is swept from her grandparents' farm back to a world 3,000 years ago and comes face-to-face with a fierce people who believe in human sacrifice. [RL 5.5 IL 6-10] Paperback 4157501; Cover Craft 4157502.

The Dark Is Rising by Susan Cooper. For the 12 days of Christmas, life for Will Stanton is simultaneously ordinary and wonderful as he is drawn through terror and delight into the eternal conflict between good and evil. [RL 5.8 IL 5-8] Paperback 8676001; Cover Craft 8676002.

Dragon of the Lost Sea by Laurence Yep. Shimmer, a renegade dragon princess, tries to redeem herself by capturing a witch with the help of a human boy. [RL 5.7 IL 5-9] Paperback 8890201; Cover Craft 8890202.

A Hidden Magic by Vivian Vande Velde. Fantasy parody about a plain princess and a reluctant wizard who must save a conceited prince who has offended a witch. [RL 5 IL 5-9] Paperback 5419901; Cover Craft 5419902.

What Do You Think?

You are about to begin a unit of study on fantasy. Mark the following True/False statements by putting a "T" or "F" on the lines. This is not a test. Think of it as a way to find out your opinions on fantasy fiction.

True or False

- _____ 1. I like reading things that challenge my imagination.
- _____ 2. Fairy tales are for children.
- _____ 3. Before you can achieve something, you must imagine it.
- _____ 4. Fantasy literature can help people discover useful scientific inventions.
- _____ 5. The only people who like reading fantasies are people who can't deal with reality.
- _____ 6. Fantasy literature can help a person deal with difficult life problems.
- _____ 7. Fantasy fiction isn't real, but it is a true reflection of our inner selves.
- _____ 8. If you've read one fantasy, you've read them all.

Vocabulary Test Answers

Cluster One Vocabulary Test (page 20)

1. D; 2. B; 3. B; 4. B; 5. C; 6. C; 7. D; 8. D; 9. B; 10. A

Cluster Two Vocabulary Test (page 30)

1. D; 2. C; 3. B; 4. C; 5. D; 6. C; 7. A; 8. D; 9. C; 10. B

Cluster Three Vocabulary Test (page 40)

1. C; 2. B; 3. B; 4. C; 5. B; 6. D; 7. B; 8. C; 9. A; 10. D

Cluster Four Vocabulary Test (page 50)

1. B; 2. C; 3. D; 4. C; 5. D; 6. D; 7. B; 8. C; 9. D; 10. A

